

Family Handbook

2019/20



**DIXONS
TRINITY**
ACADEMY

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1 Introduction

Welcome to Dixons Trinity Academy

We guarantee that we will do whatever it takes to make sure that every student at Dixons Trinity achieves their full potential. We have extremely high expectations and, just as there are no shortcuts, there are no excuses.

At Trinity, we all have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is: "The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life."

In order to achieve our mission, Dixons Trinity focuses on three key drivers: **Mastery**, which is the urge to get better and better at something that matters; **Autonomy**, or our desire to direct our own lives; and **Purpose**, which is our yearning to do what we do in the service of something larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

1. Hard Work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

2. Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

3. Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

At Dixons Trinity, we have created an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour; they show great courtesy. Staff and students enjoy what they do together.

Working with families, and presenting young people with common expectations at home and at the academy, will be the key to our success. Therefore, this booklet is an essential document in helping you understand our standards and approach. This means we can ensure that your child gets the most out of the opportunities we will provide. We rely on your interest in what your child is doing each school day; on your support and encouragement for their work; and on your attendance at consultation evenings and academy events. Together, we will make sure your child's education is successful.

Finally, although we will always do our best to provide an outstanding all-round education, we cannot be perfect and sometimes we will get things wrong – always talk to us if you are worried. You will always find someone who is willing to help.

Jenny Thompson
Principal

Dixons Academies

Our mission is to challenge educational and social disadvantage in the North. We establish high-performing non-faith academies which maximise attainment, value diversity, develop character and build cultural capital.

By the age of 18, we want every student to have the choice of university or a high quality apprenticeship.

To achieve this, Dixons Academies share a set of **Six Core Principles**:

High Expectations of All

The Dixons Academies have high expectations for all students, and our governors set ambitious targets for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers and staff create and reinforce a culture of achievement and support through formal and informal recognition and consequences for academic performance and behaviour. There are no shortcuts, and we do not make excuses. All students are expected to make outstanding progress that will enable them to succeed in further or higher education and in the world of work.

Empowered to Lead

Our Principals are empowered to lead their academies, and they do so primarily in the best interests of their students and their school. They also work in partnership with other Principals for the good of the Group as a whole. They articulate their own culture, values and vision for learning around our shared core principles. We empower our people in every area and at every level of the organisation, and hold them accountable for their outcomes. We develop a strong culture of student leadership in all our academies.

Relentless Focus on Learning

Students and their learning are at the heart of every Dixons Academy. We prioritise student learning above all else when we choose where to focus funding and how to spend our time. Our pattern of holidays sustains learning throughout the year. Our extended school week offers students more time in the classroom to acquire the knowledge and skills needed for academic success, as well as more opportunities to engage in diverse extra-curricular experiences.

Highly Professionalised Staff

Learning and progress at Dixons are rooted in professional, positive and caring relationships based on mutual respect between adult and student. All staff at the Dixons Academies act in the best interests of students and adhere to the high standards of professionalism laid out in our Code of Conduct. Teachers know their subjects well, understand how children learn and work to update their skills through professional enquiry. We invest in staff and leadership development across our learning community.

Choice and Commitment

Success at Dixons is built on a three-way partnership between students, parents and the Academy. To attend and work in a Dixons Academy is a choice. Each of us must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. We do not tailor our curriculum to the diverse communities we serve, but expect our students to share and engage in common learning experiences which maximise the achievement of all.

Values-Driven

Dixons Academies are communities with a strong sense of moral purpose. The interests of students and their learning are at the heart of all we do. Each Academy is built around a clear set of values which demand and nurture personal responsibility, integrity and respect for others.



Term and Holiday Dates 2019/20

2019 Term 1 Tuesday 27 August to Thursday 17 October 2019

Holiday – Saturday 19 October to Sunday 3 November

2019 Term 2 Monday 4 November to Friday 20 December 2019

Holiday – Saturday 21 December to Sunday 5 January

2020 Term 3 Monday 6 January to Friday 14 February 2020

Holiday – Saturday 15 February to Sunday 23 February

2020 Term 4 Monday 24 February to Friday 3 April 2020

Holiday – Saturday 4 April to Sunday 19 April

2020 Term 5 Monday 20 April to Friday 22 May 2020

Holiday – Saturday 23 May to Sunday 31 May

2020 Term 6 Monday 1 June to Wednesday 15 July 2020

Holiday – Thursday 16 July onwards

Additional holidays not included above

Friday 8 May 2020 – Bank Holiday

Staff data and planning days

Wednesday 21 August 2019 (*new staff only*)

Thursday 22 August 2019

Friday 23 August 2019

Friday 18 October 2019 (*Dixons Academies Trust training day*)

Thursday 14 November 2019

Friday 15 November 2019

Thursday 5 March 2020

Friday 6 March 2020

Thursday 16 July 2020

2 further occasional days to be confirmed

Academy Contact Details

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The Academy Week

2018/19



At Trinity, we operate a longer working day. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding as well as more opportunities to participate in a wide range of co-curricular electives. There are no shortcuts to success.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.15	Academy Opens	Academy Opens	Academy Opens	Academy Opens	Academy Opens
	07.30 – 08.00	<i>Breakfast / Morning Mastery</i>	<i>Breakfast / Morning Mastery</i>	<i>Breakfast / Morning Mastery</i>	<i>Breakfast / Morning Mastery</i>	<i>Breakfast / Morning Mastery</i>
	08.05 – 08.30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
1	08.30 – 09.25	Lessons	Lessons	Lessons	Lessons	Lesson
2	09.25 – 10.35	Lessons / Break	Lessons / Break	Lessons / Break	Lessons / Break	Lessons / Break
3	10.35 – 11.30	Lessons	Lessons	Lessons	Lessons	Lessons
4	11.30 – 12.25	Lessons	Lessons	Lessons	Lessons	Lessons
	12.25 – 13.30	Lunch / DEAR*	Lunch / DEAR*	Lunch / DEAR*	Lunch / DEAR*	Lunch / DEAR*
5	13.30 – 14.25	Lessons	Lessons	Co-curricular / Lessons	Co-curricular / Lessons	Lessons / Prep Y11
6	14.25 – 14.40	Lessons	Lessons	Co-curricular / Lessons	Co-curricular / Lessons	Afternoon Meeting Y7-11
	14.25 – 15.20					
7	15.20 – 15.35	Lessons	Lessons / Prep Y11	Afternoon Meeting Y7-9	Afternoon Meeting Y7-11	
	15.20 – 16.15			Lessons Y10-11		
	16.15 – 16.30	Afternoon Meeting Y7-11	Afternoon Meeting Y7-11	Afternoon Meeting Y10-11		

- All students must arrive at the academy by 8.00am at the latest; some students will be expected to arrive at the academy as early as 7.30am for catch-up in the EBacc (e.g. Lexia, Morning Maths).
- All students begin their day with breakfast and Morning Meeting which includes: retrieval practice (focused on critical knowledge); literacy and numeracy development; strengthening of school culture; value expectations reset; and appreciations / recognition.
- Y7-11 finish at 16.30 (4.30pm) on Monday and Tuesday.
- Y7-9 finish at 15.35 (3.35pm) on Wednesday and Thursday; Y10-11 finish at 16.30 (4.30pm) on Wednesday and 15.35 (3.35pm) on Thursday.
- Y7-11 finish at 14.40 (2.40pm) on Friday.
- For Y7-9, same day corrections (detentions of up to 2 hours) start at 16.30 (4.30pm) on Monday and Tuesday; 15.35 (3.35pm) on Wednesday and Thursday; and 14.40 (2.40pm) on Friday.
- For Y10-11, same day corrections (detentions of up to 2 hours) start at 16.30 (4.30pm) on Monday, Tuesday and Wednesday; 15.35 (3.35pm) on Thursday; and 14.40 (2.40pm) on Friday.

*Drop Everything And Read (DEAR)

**Co-curricular electives include activities in the arts, sports and STEM

2 Mastery

Mastery is the urge to get better and better at something that matters. This key driver will help ensure that we set, and maintain, the highest standards of achievement, progress, learning and teaching.

Teaching & Learning

As a Dixons Academy, our mission is simple: we celebrate diversity and relentlessly focus on the highest standards of student achievement.

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: **hard work, trust** and **fairness**.

At Trinity, we build a partnership between families, students, and teachers that puts learning first.

Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximise learning. They are great seekers and users of feedback.

In our classrooms, schemes of work and intervention planning, we value knowledge, skills and understanding.

We insist on good learning habits with high expectations and no excuses. The mantra is an important part of the teaching and sets the tone for the learning that follows. Setting the scene at the start of each lesson, it should always be upbeat and enthusiastic.

We expect all students to make outstanding progress over a key stage. This will result in nearly every student achieving, at least, eight good GCSEs including English and mathematics; the majority will achieve the English Baccalaureate.

Curriculum at Key Stage 3

The start of Key Stage 3 marks an exciting phase in the lives of our students. It is the period when they build on their primary education and prepare for their Key Stage 4 choices (which will be made in Year 8). Our curriculum is designed so that students can master the basics as well as extend their knowledge.

There are four key principles underpinning the design of the academy's curriculum:

- All students have access to a broad, balanced and coherent curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that students are able to access the wider curriculum.
- A range of learning pathways support and challenge all students.
- An extended curriculum ensures all students have access to catch-up, extension and enrichment.

Subjects studied and time allocations at KS3 – 2018/19

Subject	Weekly Lesson Allocation					
	Year 7			Year 8		
	Group 1 / 2	Group 3	Group 4	Group 1 / 2	Group 3	Group 4
English	5	6	6	5	6	6
Mathematics	5	6	6	5	6	6
Science	4	4	4	4	4	4
Humanities	3	3	3	3	3	3
MFL	3	3	3	3	3	3
Art / DT	2	2	2	2	2	2
Computing	2	2	2	2	2	2
Music	1	1	1	1	1	1
PE	2	2	2	2	2	2
Stretch	2	0	0	2	0	0
CCE	1.5	1.5	1.5	1.5	1.5	1.5
Drill	0.5	0.5	0.5	0.5	0.5	0.5
Total	31	31	31	31	31	31

Groups 3 and 4 will be allocated more curriculum time in the core to ensure that all students are supported to climb the mountain to university or a real alternative. Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English, mathematics, science, geography, history and / or Spanish before school (from 7.30am).

During Stretch lessons, Groups 1 and 2 are challenged to extend their thinking by participating in weekly dialectic lectures. These lectures will focus on enquiry-based themes around critical thinking, philosophy, politics and ethics.

All KS3 students are expected to complete one independent 'Stretch Project' each assessment cycle. Projects are mainly completed at home; however, students are supported by their Advisor and through stand-alone year group sessions that take place at intermittent points within a cycle.

Co-Curricular Electives (CCE) include a range of enrichment activities: public speaking, drama, photography, chess, STEM and music – some of which offer accreditation upon completion. Students also get the opportunity to participate in weekly games, which involves competitive team sports. Students in Y7 and Y8 can elect for different activities each cycle.

Curriculum at Key Stage 4

Our Key Stage 4 curriculum is broad and balanced with a strong core in the EBacc (English, mathematics, science, one language and history / geography) and a range of high value subject options such as computing, design and technology, music and PE. We have limited the number of GCSE subjects to be studied by our students. This will reduce the exam burden and help ensure that our students are given the time and opportunity to develop intellectually.

Co-curricular electives (CCE) in the arts, sport and science further enhance the education being offered to students at Key Stage 4.

Subjects studied and time allocations at KS4 – 2018/19

Subject	Weekly Lesson Allocation		
	Year 9	Year 10	Year 11
English	5	5	5
Mathematics	5 / 6	5 / 6	5
Science	5 / 6	6 / 7	6 / 8
Humanities	3	3	3
MFL	3	3	3*
RE	2	2	2
Option	2	2	3
Computing	2 / 3	2 / 3	0
Statistics / ICT / Triple Science	0	0	2
PE	1	1	1
CCE	1.5	1.5	0
Drill	0.5	0.5	0
Prep	0	0	2
Total	31	32	32

Literacy

Our duty is to develop students who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them. We recognise that it is the responsibility of all staff from all subject areas to teach literacy skills as reading, writing, speaking and listening is integral to all subjects.

In order to raise the profile of literacy across the curriculum, to support students with their learning and to raise standards across the curriculum, there are three 'literacy' expectations of all students at all times:

- 1. Reading book in their possession (reading)**
- 2. Speak in full sentences and no slang (speaking)**
- 3. Track the speaker/s (listening)**

There is also 30 minutes of time each day during DEAR (Drop Everything And Read) sessions. Students are expected to complete tasks such as: read in silence, discuss their reading and complete a reading log. Advisors are required to model reading aloud and reading in silence, facilitate class discussion and check reading logs. It is expected that students will read for, at least, 30 minutes each evening.

Modern Foreign Languages

Spanish is offered as the core language. Spanish is a vitally important world language and is the third most spoken language in the world. All students will study a modern foreign language at Key Stage 3 and 4.

As the study of a foreign language becomes more prevalent in primary schools, some parents and students may be concerned about the continuity of their language study, particularly as several Bradford primary schools are offering French. The aim of primary phase foreign languages is actually not for students to study one language to a particular level at primary school and then to proceed to a higher level in that same language at secondary school, but that effective primary phase language teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.

The focus should be on the development of listening, speaking, reading and writing skills, on the development of cultural awareness and understanding, and on language awareness. It, therefore, does not matter which language is studied at secondary school; those who have experienced effective primary language teaching should experience accelerated progress in their secondary language studies.

Personal Development Studies (PDS)

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed Personal Development Studies (PDS) around DfE Guidance for Personal, Social and Health Education (PSHE). Students receive one lecture and one seminar per fortnight on PDS.

Health and Sex Education

This is covered during Science and PDS lessons. Outside speakers will come into the academy to talk about diet, hygiene, exercise, and relationships and sex. Sexual reproduction is taught in Science lessons as part of the National Curriculum, and backed up with discussions on relationships and moral values in PDS lessons.

Co-Curricular and Drill

All students in Years 7, 8, 9 and 10 attend 1.5 hours of co-curricular electives each week. Co-curricular includes fencing, sign language, food technology, chess, STEM, music and competitive games.

The iBase is open to students both during break times, lunchtimes and after the normal school day. There is also a playground and grass pitch for activities during the school day.

Expeditions (Educational Visits & Outdoor Education)

During the year, there are a wide variety of expeditions available to the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield.

Families will always be given reasonable advance notice of visits and will be informed as to which visits are compulsory and those that are optional. If a visit takes place within the normal academy day, and within a 1 mile radius of the academy, then we will inform families of the visit by text or a note in their child's planner.

As part of the academy life and the National Curriculum, all students must take part in and experience a variety of outdoor activities. During Years 7, 8 and 9, a residential activity will take place and **every student must participate** in these experiences.

Homework

In addition to their standard weekly homework in the EBacc subjects, Year 7 and 8 students are expected to complete an independent Stretch Project in cycles 1 and 2 (13 weeks). Students should spend around 1½ hour on their Stretch Project each week. Projects are assessed through a student exhibition at the end of each cycle.

Homework timetable – Year 7 & 8

Subject	Duration	Set by:	Deadline:
Mathematics	45 minutes	Monday	Wednesday
English	45 minutes	Tuesday	Thursday
Spanish	45 minutes	Wednesday	Friday
Science	45 minutes	Thursday	Monday
Geography / History	45 minutes	Friday	Tuesday

Homework timetable – Year 9, 10 & 11

Subject	Duration	Set by:	Deadline:
Mathematics	1hr 30 to 2hr	Monday	Wednesday
English	1hr 30 to 2hr	Tuesday	Thursday
Spanish	1hr 30 to 2hr	Wednesday	Friday
Science / Option	1hr 30 to 2hr	Thursday	Monday
Geography / History / RE	1hr 30 to 2hr	Friday	Tuesday

All students in the academy are given homework in the EBacc subjects every week (i.e. English, mathematics, science, humanities and MFL). Key Stage 4 students will also receive one piece of extended homework per week and will have substantial homework set in their option.

Types of homework

100% sheets are used for the daily homework which is set in Morning Meeting. Students should use look, cover, write, check to learn the content of a given section of their 100% book. They are expected to fill a sheet of A4 paper from top left to bottom right, with no gaps, using this method. A green pen should be used to check they have recalled the information correctly. Online Maths and Science homework may also be set on a regular basis.

Additional homework may be set by subject teachers where appropriate.

Stretch projects

Students will complete 4 stretch projects over Key Stage 3. The themes for the stretch projects are:

- Who am I? – **Year 7 Cycle 1**
- Cultural – **Year 7 Cycle 2**
- Aspiration – **Year 8 Cycle 1**
- Political – **Year 8 Cycle 2**

Dream Team

During Cycle 3 each year, students write their own reports detailing their successes and next steps from the academic year. Students then deliver this in a presentation to their Dream Team: their Belay Partner (supportive peer), family members, advisor and any other key adults.

How to support with your child's homework

Students should be completing 30 minutes DEAR (reading) each night and Hegarty Maths (from the website – the number of tasks may vary but should take, in total, approximately 30 minutes) in addition to the EBacc homework set in the student planners. It is important that you encourage your child to read challenging books. Your child's Advisor will be able to help support the selection of a challenging book.

Alongside reading, your child should be revising from his / her 100% book every night. This book contains all the key knowledge your child needs to succeed in each subject. Every night, you can support your child by quizzing them on the section they have been learning. All your child needs to do is memorise the sheets in their 100% book, so you do not need to have any additional knowledge to support them with this.

There are also two key websites that you can refer to for additional learning opportunities for your child. For mathematics, we recommend Hegarty Maths and for English, BBC Bitesize. If you would like any additional material, please consult your child's Advisor.

Equipment

There are a number of items that students must bring to school:

Daily:

A pencil case containing:

- 2 black pens
- 2 green pens
- Black whiteboard pen
- Pencils
- Rubber
- Ruler
- Protractor

Mathematics:

- Calculator – preferably a Casio FX83GT but any straightforward Scientific type will be adequate
(Calculators can be purchased through the Mathematics Department at a reduced price of £6.50)

Physical Education:

- Football boots

The following are optional items that may be of use to students in certain lessons:

Art and Design

- 1 x 2B pencil
- 1 x 4B pencil
- 1 x packet water-colour paints
- 1 x packet coloured pencils
- 1 x nylon paint brush Size 5 and/or 8

Design Technology

- 1 x A4 Folder suitable for loose paper
- 1 x A3 Folder suitable for loose paper

The following items will be useful to have at home:

English:

- An English Dictionary

Languages:

- A Spanish Dictionary

3 **Autonomy**

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a disciplined and joyful school culture. We will teach students about how to learn, not just what to learn.

From the first day at Dixons Trinity, your child will be expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university.

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on his / her mistake. This allows the student to take the necessary next steps to improve on the following day.

There will be no discussion of corrections in class; the learning habits must be followed in all classes and every day. This may cause you a great deal of inconvenience. Work with us: please ensure your child understands the inconvenience as a reason for following our strict routines in future.

Learning Habits

Here are the 6 habits that we will insist on, day-in and day-out:

No answering back

Like a referee, sometimes teachers get things right and sometimes wrong, but it is totally unacceptable for a child to answer back or question the decision in front of the class. It stops others from learning and it undermines all respect for the teacher. This is a very bad learning habit to get into.

Uniform

We will insist on perfect uniform: not *nearly* perfect but perfect. This is because we want children at Dixons Trinity to be proud. Excellent uniform is a representation of our excellent culture.

Homework

We will insist on all homework being completed on time and to a good standard, neatly and with pride. All homework must be done for the right day and time. Please see the homework timetable in your child's 100% book and sign the planner weekly. The iBase is available every single evening after school to help with homework. Mountain Rescue also run a homework club. We also open our iBase at lunchtime, break time and before school. All children, therefore, are able to be successful.

On Task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, it would be unfair for a child to cause a distraction from learning for themselves or others.

Punctuality

We will insist on punctuality to school and to each and every lesson. Every child should be ready for line up and morning meeting, with all of the equipment they will need, by 8.00 am each day (Y11 must be in the Lecture Theatre by 8.00 am). A child will be considered late if they do not arrive within 3 minutes to the

start of each lesson. Please support this by keeping to bed-times and preparation time in the morning before school. Your child will worry about this at first but s/he will soon pick up the good habit.

Equipment

We insist that every child carries an appropriate pencil case, their planner, DEAR book, the right exercise books, 100% book and textbooks (where relevant) to every lesson. At first, you could help by packing bags with your child but you should expect them to check their timetable each night and learn for themselves very quickly.

Over the summer, you could help them arrange a shelf with labels so that they can always pick up the correct book at the right time for the next day. Remember, they will be going from lesson to lesson, 6 or 7 times a day: they need to be taught at home now how to be organised and responsible.

Our system of sanction is very simple and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day. Please use some of the summer to get them into the right frame of mind. There is nothing to worry about if they do.

If any of the rules are broken, we will contact you by text that day and let you know that your child has a 30 minute correction (detention) that night. If a child breaks more than one rule on any given day, then they will receive a 1 hour correction. Additional sanction may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

The evidence from the UK and abroad suggests that the ***sanction must be immediate*** (a detention three days later doesn't work with children) and it must be specific to the problem. Please make sure no one gets a correction on their first day at school!

Our system is so simple and fair that students should not get a correction in the first place. If a correction is given, please do not see it as 'the end of the world'. Your child simply does the 30 minutes and gets a totally fresh start the next day.

Due to transport issues, please remember to explain how important it is that your child doesn't get a correction: there may be no bus after the correction and you may have to make arrangements to get them home. Please work with us and discuss how inconvenienced your child made you. This will further develop good learning habits and consideration for you and the family.

If your child fails to attend a correction (or presents with more serious behaviour or receives 3 corrections in a single day) then s/he will have crossed our Red Line. This means that your child will likely spend the next day in isolation with a member of the Leadership Group. The consequences of missing a 2nd correction, quite rightly, will be very serious and could result in exclusion.

Advisory

All students have an Advisor who they see during DEAR and at Family Dining each day. At least 3 times each year, students will meet with their Advisor to review their progress and to determine next steps in their learning.

Each Cycle, you will either receive feedback from your child's Advisor to update you on your child's progress or you will have the opportunity to meet them face to face at a Parents' Evening. However, you are also welcome to contact your child's Advisor with any issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

Individual Needs – Mountain Rescue

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need. Our philosophy is to educate students as far as possible within the normal provision of the academy, which includes a strong teaching model and early intervention with extra teaching and individual attention for students who are having difficulty reaching the expected standards. Additional support for students is provided under the direction of the Mountain Rescue department.

The Mountain Rescue department is for all students – be they disabled, more able, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need advice and support.

Our experienced team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child, please contact the Mountain rescue department who will arrange to meet with you.

Daily Attendance

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. Students are welcome to come into the academy from 7.15am.

Students are encouraged to stay after school to complete homework in the iBase. The iBase (learning commons / library) will remain open until 5.00pm.

Absence

When a student is absent from the academy with no advance notice, for example because of illness, parents must telephone the academy that same morning, and each subsequent morning, to inform us of the reason for absence **before 8.30am**. It is possible to leave messages on the student absence voicemail at any time prior to 8.30am. To report an absence, please dial the main academy telephone number and select the appropriate option.

All absence must be covered by a letter from a parent / carer addressed to the Behaviour & Attendance Officer and presented at reception on the student's first day back in the academy.

Please note that only emergency appointments for dentists, opticians, and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments, parents must write a letter to the Principal at least two days in advance.

Absence is monitored very carefully at the academy. Every day missed is a learning opportunity wasted.

Leave of Absence

The Government states that a student may be taken out of the academy during term time for exceptional circumstances only, and never for more than five days.

If exceptional circumstances occur, a Request for Leave form must be obtained from reception to request permission; this must be done one month in advance and submitted to the Principal. Permission will be granted *only in exceptional circumstances* and never for holidays.

Religious Leave of Absence

The academy community does grant the statutory leave of absence of up to 3 days in order that students can observe important religious festivals.

Requests for such leave of absence are obtainable directly from reception in the form of a letter with a reply slip which parents need to complete and return.

Dress Code

The academy has a dress code that all students are expected to follow. There is an emphasis on being clean, tidy and presentable. Students should recognise that conflict over the dress code is inappropriate. Our dress code is practical and allows a choice within very clear boundaries. The dress code applies both within school and on the journey to and from school.

Year 7-10

- Students must wear an academy jumper with an academy polo shirt.
- Girls must wear, full length black trousers / shalwar or plain black kameez and tunic / blouse with the academy polo shirt and jumper over the top.
- Girls must wear trousers that are not fully elasticated – the trousers must not be ‘tight’.
- The top button of the polo shirt must always be done up.
- Boys’ and girls’ trousers should be black and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Socks must be worn irrespective of the type of shoe selected; they must be plain black.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain (with no additional design / embellishment) black and well secured.
- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. All shoes should be flat. Trainers are not acceptable. If a student is wearing the wrong footwear, family will be contacted to bring the correct footwear into school / the student will be asked to change into academy footwear.
- Velcro fastening is not appropriate for secondary school. The soles and the upper part of the shoe must be black. There must be no additional design / embellishment in any colour / metal.
- Any student wearing jewellery, other than a suitable plain watch (small and not a fashion item or Smartwatch/fitness tracker), will be asked to instantly remove it. This item will be confiscated until an appropriate adult can collect it. The only exception to this is where there is a compulsory religious expectation, for example, the Sikh Kara.
- All facial jewellery (or visible body-piercing including earrings) is not allowed.
- Make up, if worn by older students (Key Stage 4 onwards), should be entirely discreet. No nail varnish, gel or acrylic nails at any time.
- Hair must be appropriate to a place of work, i.e. no unusual styles or colours, shavings or patterns. Hair must have a natural hairline with no undercutting or ‘fashion’ styles (such as ‘lines’, patterns or ‘cat scratches’). It must be styled professionally. Hair must be of a natural colour.
- A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain black, no other hair ornament is necessary.
- Eyebrows should be natural with no modifications or shavings (such as ‘slits’).

- Belts, if worn, should be plain black and not worn as a ‘fashion statement’ over jumpers and polo shirts. ‘Fashion’ belt buckles are unacceptable.
- Hats and caps need to be removed before entering the building.
- In colder weather, students are permitted to wear their PE hoodie either as the outermost layer or under their academy jackets. When it is extremely cold or wet, we understand that a sensible winter coat may be appropriate as the outermost layer. At such times, it is not necessary to place the academy jacket over the top. This will only apply if the winter coat is more suitable than the academy jacket and permission has been granted by the academy.

For clarification:

- Students are always allowed to wear their PE hoodie or the academy jacket as their outermost layer.
- In extremely cold or wet weather, a winter coat that is more suitable than the academy jacket is acceptable when permission has been granted by the academy.
- All students are allowed to wear their PE hoodies underneath the academy jacket to provide an extra layer of warmth.
- For students wearing a suit in Year 10 and 11, they may wear a smart dark coat.
- Alternative hoodies or sports tops are never permitted.
- From Year 10, students are welcome to begin to transition into our upper school uniform, all students must be wearing upper school uniform by the start of Year 11.

Upper School (Y10-11) Uniform	
Item	Notes
Suit	Suit jacket and trousers / skirt. Single colour (matte finish) – dark grey, navy, black or tweed (no contrasting panels / patterns). Classic in cut.
Shirt	Single light colour (matte finish) – white / neutral (white / pale pink / pale blue), plain / fine stripe (no contrasting panels / patterns). Cuffs and collar must match the colour of the shirt. Long sleeve only. Formal style with a stiff collar. Classic in cut. For girls, blouses are permitted but they must button to the neck.
Tie (boys only)	3 options for each house. Available only through the academy.

On days where students are not in uniform, students are expected to dress sensibly and modestly and still observe the jewellery, hats and caps code.

To avoid embarrassment or unnecessary cost, if a student or parent is in any doubt about a hairstyle, or the purchase of an item of clothing, they should speak with their Head of Year *before* going ahead. Students will be asked to rectify any hairstyle, or replace any clothing at their expense, that is perceived to be unsuitable for school. Henna should never be visible. All students are strongly advised to label all items of clothing.

We welcome your co-operation in maintaining the smart appearance of the academy students.

Student Planner

At the beginning of each year, students are issued with a planner. Both Advisors and parents are expected to sign the student's planner each week. In this way, the parent can see comments from the Advisor or from subject tutors, and parents can also communicate with the Advisor if they wish. The planner is a very important document and students are expected to take great care of it. If the planner is defaced, a student will be expected to replace the planner at a cost of £5.

Lunchtime

Family Dining is a crucial part of academy life. We expect students to eat the healthy meal provided by the academy at lunchtime. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. All students are seated formally at tables for lunch and are expected to eat the food provided.

Students may only bring a packed lunch if agreed one term in advance with the Principal. However, students are not allowed to bring in sweets, chocolate or fizzy drinks. If a student brings in anything forbidden by the academy, items will be confiscated and students will receive a sanction.

Cashless Catering / ParentPay

It's simple, safe and convenient and your child no longer needs to carry cash into school. ParentPay is an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees. You simply top-up your ParentPay account online by debit or credit card, or in cash through PayPoint stores. Your ParentPay balance can be used immediately to pay for any of your children's items at school using ParentPay.

What are the benefits to parents and pupils?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day 7 days a week.
- The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- Payments can be made by credit or debit card.
- Full payment histories and statements are available to you securely online at any time.
- Your children won't have to worry about losing money at school again.

What are the benefits to our school?

When parents use ParentPay, the benefit to School is huge. You will help us to reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school. Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.

4 Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves. This key driver will help us to establish a genuine 3-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons Trinity Academy becomes a truly outstanding school and that we make a success of your child's education.

Contact with Families

Parents play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data for parents to ensure they have the latest information on their child's progress.

Advisors contact the parents of their Advisees regularly. We expect 100% attendance at Parents' Evenings, we have up to two Parents' Evenings for each year group. Advisors should always be the first point of contact for parents.

Parents are given regular information on their child's progress in every subject. Progress reports take place 3 times in the year. They are posted at the end of each assessment cycle (13 weeks). This contains additional information including attendance, behaviour and homework.

Other ways the academy may communicate with you:

Texting service: used to pass information to parents about important issues such as corrections and school closures in bad weather – these do not cost you any money.

Please ensure that you update the academy with any changes of mobile number or e-mail address.

Academy website: where you will find up to date information regarding the academy, including policies, and term dates as well as a link to ParentPay.

Newsflash: is produced every two to three weeks and published on the website, a text will be sent to parents to make them aware. Newsflash includes a list of upcoming events for parents to be aware of.

Letters: a reply sticker, placed in the student planner, will accompany important letters and parents should sign the sticker to confirm receipt of the letter. Whole school letters are also posted on the academy website, as well as being issued to students to take home.

Drop-in Surgery

Every Thursday, 8.30 – 9.30am, a member of the Senior Leadership Team will be available to discuss any issue regarding your child. There is no appointment required.

Lockers

The purpose of lockers is to provide students with a place to leave their equipment and belongings and, therefore, they should not be carrying bags around the academy.

If a student forgets his/her key, Reception has a master key so that equipment can be accessed. If a key is lost, or a student wishes to have a spare key, it can be purchased from CH Wood Security, 221 Wakefield Rd, Bradford, BD4 7PE, at a cost of £5.

Lost Property

When students come to the academy we request that all their possessions, including clothing, should be named, in order to facilitate returning found articles. All lost property should be handed in at reception. If a student loses any item s/he should ask at the reception if it has been found.

Named items are returned to students via Advisors; it will clearly help us to return items to their owners much more readily if everything is named. Please, therefore, ensure that all of your child's clothing and personal belongings are named.

Items that are not named are placed in Lost Property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

Media, Film and Photographs

From time to time the academy receives requests from the media to take photographs and/or films of academy events and activities. In the majority of cases most parents are happy for their children to be photographed providing that appropriate safeguards are implemented which, of course, are always observed by us. Photos and images of our students remain anonymous and students are referred to as "academy students".

If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the Principal. In the event that we do not hear from you we will assume that we have your permission.

If you have any queries in respect of this issue please call the academy.

Smart Technology

If students need to make contact with home, they are allowed to use the phone in Reception. A student does not, therefore, have any need for a mobile phone in the academy. If a family feels that a student needs one for the journey to and from the academy, then the phone must remain, switched-off and out of sight, in his / her locker throughout the school day.

Any student found using a mobile phone or smartwatch during the day will have the item confiscated. It will not be returned until the end of term or until a parent comes into school to collect it. The student will also receive a suitable sanction.

The academy accepts no responsibility for the safety or security of the above equipment.

Personal Money

There is no need for students to bring personal money into the academy.

Car Parking

In the interests of the safety of children, parents are not allowed to bring their cars into the academy grounds either in the morning or at the end of the school day.

Causes for Concern

1. Any parent who has any concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.
2. All such instances will be recorded.
3. Where there is a cause for concern, details will be forwarded to the appropriate senior member of staff for their urgent attention and investigation.
4. Parents will be kept fully informed of the situation and the final outcome.

Please Note:

1. In the case of any *serious* or *urgent* matter, should any parent wish to come into the academy to directly discuss any concerns they may have, the academy will endeavour to have a senior member of staff available.
2. Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff without delay.

Leaving the Academy

If, for any reason, you have to withdraw your child from the academy, we require the information in writing to the Principal at least one month before the leaving date.

We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents drawn up.

Home – Academy Agreement



Above all, following the values of Hard Work, Trust and Fairness will ensure success.

Dixons Trinity Academy will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we contact home immediately if students are to be retained for more than 10 minutes after the end of the academy day
- we provide a wide variety of co-curricular electives, trips and residential visits

Parents / Carers will ensure that:

- your child attends every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary
- you support the academy's policies and regulations on behaviour and uniform including same day after-school detentions until 6.30pm after communication from the academy
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you attend Advisor consultations and Parents' Evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- you support your child in participating in co-curricular electives, trips and residential visits, in particular the Year 7, 8 and 9 residential visits
- you pay for the replacement of any equipment or books your child loses or damages

Students will ensure that they:

- work hard, live by the values and follow the learning habits in every lesson and around the academy
- attend regularly, arrive on time, wear the correct uniform and bring the correct equipment
- behave responsibly both at the academy and travelling to and from the academy
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- be polite at all times and open the door to let an adult through first
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- take letters and messages home and deliver them to their families
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- take an active part in the academy life including co-curricular electives, clubs, teams and in particular the Year 7, 8 and 9 expeditions

Failure to keep to the Agreement will result in disciplinary action and ultimately a loss of place at Dixons.

Student Name:

Student Signature:

Date:

Parent / Carer Signature:

Date:

Principal Signature:

Date: